

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

_____ SCHOOL _____ DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS _____ (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR _____ (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: _____

SCHOOL'S TELEPHONE: () _____

PRINCIPAL'S E-MAIL ADDRESS: _____

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

1. PRINCIPAL _____
2. TEACHER _____
3. PARENT/GUARDIAN _____
4. COMMUNITY MEMBER _____
5. SCHOOL IMPROVEMENT COUNCIL _____
6. Read to Succeed Reading Coach _____
7. School Read to Succeed Literacy Leadership Team Lead _____
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.

Academic Assistance, PreK–3

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Recruitment

The school makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements, including Read to Succeed.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

Must also address Read to Succeed.

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

SCHOOL RENEWAL PLAN FOR _____

DATE: _____

Performance Goal Area: ☐ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

☐ District Priority ☐ Read to Succeed: Leadership ☐ Read to Succeed: Student Outcomes ☐ Read to Succeed: Professional Learning

☐ Read to Succeed: Assessment Plan ☐ Read to Succeed: Instructional Plan

☐ Read to Succeed: Parent and Family Involvement ☐ Read to Succeed: School-Community Partnerships

PERFORMANCE GOAL:
(Statement of desired progress or result over **five years**)

- For **Read to Succeed ONLY** for 2016–17, please put NA here.

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
(List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

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AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
	Projected Data	*	*	*	*	*
	Actual Data					

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To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

- For READ TO SUCCEED, Appendix A must be completed and uploaded. This document can be found at <http://ed.sc.gov/instruction/read-to-succeed/reading-plans-state-district-and-school/>
- The information found in Appendix B must be entered or uploaded as an EXCEL file on the Read to Succeed section of the online application. This document can be found at [http://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/Appendix B Quantitative Data for District Reading Plans 2-4-16.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/Appendix%20B%20Quantitative%20Data%20for%20District%20Reading%20Plans%202-4-16.pdf)